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THE ACCEPTANCE OF CERTAIN PROGRAMS AND SERVICES  
BY TWO GROUPS OF PARENTS OF YOUNG CHILDREN

by

Joyce Lee Harris

592  
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Approved by

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J. L. H.

# TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION . . . . .	1
II. SURVEY OF LITERATURE . . . . .	5
Literature on Parent Education, Including its Definition, its Objectives, and its Effects . . . . .	5
Research on Literature Available to Parents . . . . .	7
Research on Information and Services Parents Desire . . . . .	8
III. PROCEDURES . . . . .	10
The Development of An Interview Guide . . . . .	10
The Development of a Data Analysis Sheet . . . . .	11
The Selection of Cases . . . . .	11
The Interviews . . . . .	12
Recording the Data on the Analysis Sheet . . . . .	12
Comparison of the Two Groups of Families . . . . .	13
IV. A COMPARATIVE ANALYSIS OF RESPONSES GIVEN BY THE TWO GROUPS OF PARENTS INTERVIEWED . . . . .	20
Parents' Participation In Organizations . . . . .	20
Types of Information and Sources of Help Used Upon Arrival of the Child In the Home . . . . .	23
Sources of Information Used by Parents . . . . .	24
Sources of Information Considered Most Helpful by Parents . . . . .	27
Sources of Information Desired by Parents . . . . .	28
Programs Attended by Parents . . . . .	29
Services Used by the Parents . . . . .	32
Organized or Professional Services Utilized . . . . .	32

CHAPTER	PAGE
Television Programs Viewed . . . . .	34
Books, Pamphlets, Periodicals Read . . . . .	35
Children's Actions Deemed Favorable or Unfavorable by the Parents . . . . .	39
Favorable Actions . . . . .	39
Unfavorable Actions . . . . .	41
Habits of the Children Which Gave the Parents the Most Concern . . . . .	43
Eating . . . . .	43
Sleeping . . . . .	45
Playing . . . . .	46
Services and Sources of Information Parents Considered Most Helpful . . . . .	48
Parental Expectations . . . . .	49
Child-Rearing Knowledge Which These Parents Deemed Most Important . . . . .	51
Information or Help Desired by the Parents . . . . .	52
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	54
BIBLIOGRAPHY . . . . .	60
APPENDIX . . . . .	62

# LIST OF TABLES

TABLE	PAGE
I. The Ordinal Position of the Children in the Family . . . . .	14
II. Ages of the Children . . . . .	15
III. Ages of the Fathers . . . . .	15
IV. Ages of the Mothers . . . . .	16
V. Occupational Status of the Fathers . . . . .	18
VI. Number of Organizations in Which Parents Participated . . . . .	21
VII. Sources of Information Used Upon the Arrival of the Child in the Home . . . . .	24
VIII. Sources of Information Considered Most Helpful Upon the Arrival of the Child in the Home . . . . .	27
IX. Services Used By the Parents . . . . .	33
X. Comparison of the Parents' Familiarity With a Selected Sample of Literature . . . . .	37
XI. Actions of the Children Considered Favorable by the Parents .	40
XII. Actions of the Children Considered Unfavorable by the Parents	42
XIII. Services and Sources of Information Parents Considered Most Helpful in Rearing Their Children Thus Far . . . . .	49
XIV. Expectations Parents Have for Their Children . . . . .	50

FIGURE	LIST OF FIGURES	PAGE
1.	City of Greensboro Map Showing Locations of Nursery School and Non-Nursery School Homes . . . . .	19

## CHAPTER I

### INTRODUCTION

It seems that nursery schools are becoming more family centered. Before a child enters nursery school, the family has been the center of his world. It is through this world that the nursery school teacher begins to know and understand the child. The parent and the teacher work together as the nursery school tries to supplement the home.

Moustakas and Berson state, "The nursery school seeks to maintain a creative relationship with the individual parent and the parent group. Acceptance, respect, and cooperation are basic attitudes in this group."<sup>1</sup>

Most parents seem to want the best for their children. They want their children to develop wholesome personalities and they desire to provide the children with opportunities which foster such development. Many parents, aware of their effect upon their child's development, are seeking ways to enable them to guide the child toward these goals. It may be that they do not know where to obtain information to help them understand and guide their children. An important part of a good nursery school program is to help parents accomplish these goals. The Woman's College Nursery School makes every effort to work with the parent in helping the child.

As Myra Woodruff of the State Education Department, Albany, New York, states:

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<sup>1</sup> Clark E. Moustakas and Minnie Perrin Berson, The Nursery School and Child Care Center (New York: William Morrow and Company, 1955), p. 18.



Nursery school teachers recognize their opportunity to work cooperatively with parents. They realize they have much to learn from parents and to share with them. They know that parents can help them understand the child, the wellsprings of his behavior and his feelings. But more than this, nursery school teachers realize that the school is not solely for the children. It is for the parents as well.<sup>2</sup>

As a result of this effort on the part of nursery schools, are nursery school parents better informed in child rearing than those parents who do not have contact with a nursery school? The writer believed that the parents of the children enrolled in the Nursery School of the Woman's College of the University of North Carolina had advantages over other parents in access to information to aid them in rearing their children.

The first objective of this research was to ascertain, from the study of a group of parents whose children were enrolled in the Woman's College Nursery School and a group of parents whose children did not attend a nursery school, (a) the types of information the parents used in rearing their children, (b) the sources of help they utilized in rearing their children, and (c) the kinds of information and sources of help for which they expressed a need. The reasons for seeking this information were to show the kinds of problems and questions parents have in common and to find out the types and sources of information which parents seek.

The writer believed that there was a wealth of literature available which had not reached parents and in which they would be interested

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<sup>2</sup> Myra Woodruff, "Parents and Teacher Work Together," Leaflet No. 12, Nursery School Portfolio, Association for Childhood Education International, Washington, D. C., p. 1.



if they knew about it or if it were accessible.

The second objective was to compare the types of information and the sources used by the parents of children enrolled in the Woman's College Nursery School and a similar group of parents whose children did not attend nursery school. It was believed that the nursery school parents had an advantage in that the nursery school program offered the parents daily contact with teachers trained in child development, observation of their child in the nursery school, personal conferences with the director about the child, a parent education program set up by a committee of parents and the nursery school director, and a library which makes available literature of interest to parents.

In addition to these two objectives of the study, it was hoped that the data might suggest additional ways by which the Woman's College Nursery School could contribute to a greater understanding of child rearing by the parents of children enrolled there.

Certain terms have specific meanings as applied to their use in this study. These terms are defined as follows:

Types of Information refer to information about specific problems in child rearing or facts related to the developmental stages of child growth.

Sources of Information are the channels through which parents receive information.

The Pre-School Child is the child three, four, or five years of age who has not attended public schools and has not reached school entrance age.

The Nursery School Group includes the twenty mothers who had children attending the Woman's College Nursery School at the time of the study.

The Non-Nursery School Group is a comparable group of twenty mothers who had pre-school age children not attending a nursery school.

Chapter II includes a review of the research and expert opinion concerning (a) the nature of parent education and its effects, (b) research on literature available for parents, and (c) research on information and services parents desire. In Chapter III are described the procedures used in the selection of parents who were interviewed, the methods used in collecting and analyzing the data, and the factors used in comparing the two groups. An analysis of the information obtained from the parents interviewed is presented in Chapter IV. The summary, conclusions, and recommendations for further study are included in Chapter V.

## CHAPTER II

### SURVEY OF LITERATURE

The literature reviewed here is concerned only with previous research in parent education and its relationship to types and sources of information available to parents of the pre-school child. It is not the purpose of this chapter to analyze the literature parents use in rearing their children.

Literature related to this study may be divided into three types: (a) parent education, including its definition, its objectives, and its effects; (b) research on the literature available to parents; and (c) research on information and services parents desire.

Literature on parent education, including its definition, its objectives, and its effects. A definition issued by the United States Office of Education in connection with the Emergency Relief Program interprets parent education in strictly education terms:

Parent education is a voluntary cooperative effort on the part of parents studying under qualified leadership to increase their understanding of child growth and development, of parent-child relationships, of family life, and of family-community relationships, and to improve their ability to perform their parts in these relationships with confidence and satisfaction.<sup>3</sup>

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<sup>3</sup> Memorandum of Policies for the Organization and Leadership of Parent Activities within Emergency Education Programs (Washington, D. C.: United States Office of Education, and the Educational Division of the Federal Emergency Relief Administration, July 25, 1934). Quoted by Helen Leland Witmer, The Field of Parent Education: A Survey from the Viewpoint of Research (New York: National Council of Parent Education, Inc., 1934), p. 2.

Drusilla Kent, out of her wide experience with parent education in Arkansas, defines it even more explicitly:

Parent education is concerned with helping parents perform more successfully their job of being a parent. It endeavors to assist them in understanding themselves, their children, and to develop technics of guiding the development of the individuals comprising the family group.<sup>4</sup>

In a survey of parent education, Witmer says that definitions are too broad to serve as an adequate foundation for a research program. The research plan concentrates attention on what the movement is doing and gives little clue as to the why and wherefore of the movement.<sup>5</sup> Witmer further states that the objectives of parent education are:

1. To interpret to parents the findings of specialists in regard to various aspects of child and family life.
2. To modify or change the attitudes of parents toward their children and their behavior.
3. To act as a therapeutic device for relieving personal maladjustment.
4. To arouse in parents an interest in civic affairs with a view to developing an alert, informed, participating democracy.
5. To provide a forum in which parents may verbalize their conceptions of the mores and attempt to adapt them to present conditions and trends.<sup>6</sup>

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<sup>4</sup> Drusilla Kent, Arkansas: The Parent Education Program (Little Rock: Arkansas State Department of Education, Division of Vocational Home Economics, 1934; Mimeographed). Ibid., p. 3.

<sup>5</sup> Helen Leland Witmer, The Field of Parent Education: A Survey from the Viewpoint of Research (New York: National Council of Parent Education, Inc., 1934), p. 4.

<sup>6</sup> Ibid., p. 4.

A survey of twenty-three studies evaluating the effects of parent education by Orville G. Brim, Jr. reveals that the majority of the twenty-three studies in this survey found positive or beneficial effects resulting from parent education programs.<sup>7</sup> This seems to be true regardless of the educational techniques involved and regardless of how the effect was conceptualized.

According to a research report by Shapiro, which measured the child rearing attitudes of parents before and after exposure to a parent education program, the attitudes of the parents were somewhat changed. Shapiro reports:

After exposure to a series of group discussion meetings the members of the experimental group modified their child-rearing attitudes in the predicted direction (that is, toward increased good judgment, lessened authoritarianism, etc.) to a statistically significant degree as measured by the questionnaire and by the Family Health Maintenance Demonstration staff ratings as well. The control group did not show significant modifications in child-rearing attitudes.<sup>8</sup>

Research on the literature available to parents. A vast number of books, periodicals, and pamphlets were found to be available to parents. However, little research was found concerning the extent to which parent education literature is used and effects changes in child-rearing practices.

In a study by Brieland of recent popular parent education literature, this statement was made:

If controlled investigation on a sample of parents and/or children with statistical analysis of data is

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<sup>7</sup> Orville G. Brim, Jr., "Evaluating the Effects of Parent Education," Marriage and Family Living, 19(February, 1957), p.54-60.

<sup>8</sup> I. S. Shapiro, "Is Group Parent Education Worth While? A Research Report," Marriage and Family Living, 18 (May, 1956), p. 158.

necessary to constitute research, reports of such investigation make up a small portion of the popular literature written for parents.<sup>9</sup>

Findings of this study indicate that Spock and Gesell, authors of popular books on child care, are two names that have become household words for parents.<sup>10</sup> Brieland also points out that the most popular pamphlets for parents are those published by the United States Children's Bureau, and he names the Public Affairs Pamphlets and the Better Living Booklets, the latter published by Science Research Associates, as bulletins which deal with topics of interest to parents and family life educators.<sup>11</sup> Parent's Magazine and The National Parent-Teacher offer the layman a variety of educational articles by professional parent educators, and Brieland found that these are the two parent education magazines which have the widest circulation.<sup>12</sup> His survey also indicated that Woman's Home Companion, Ladies' Home Journal, and McCall's had all given special attention to child care. Senn and Spock had contributed articles to the first two while McCall's featured a department known as "News in Child Health."<sup>13</sup>

Research on information and services parents desire. The only material found by the writer related to the information and the services parents desire was a book, Parents' Questions, published by the Child

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<sup>9</sup> Donald Brieland, "Uses of Research in Recent Popular Parent Education Literature," Marriage and Family Living, 19 (February, 1951), p. 60.

<sup>10</sup> Ibid., p. 60.

<sup>11</sup> Ibid., p. 61.

<sup>12</sup> Ibid., pp. 61-62.

<sup>13</sup> Ibid., p. 62.



Study Association of America.<sup>14</sup> This book contains two hundred and fifty-five pages of questions and answers for parents. The questions were those raised by parents in study groups, in counselling sessions, by letter, etc.

The literature, especially periodicals, was replete with "advice columns," question boxes, case studies, and articles based on opinion, but was almost devoid of research on the information and services in regard to child rearing that was desired by parents.

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<sup>14</sup> The Child Study Association of America, Parents' Questions (New York: Harper and Brothers, 1947). 256 pp.



### CHAPTER III

#### PROCEDURES

The first step in studying the types and sources of information desired by the parents of children enrolled in the Woman's College Nursery School as compared with a group of parents whose children did not attend nursery school was the construction of an interview guide. Other procedures necessary to obtain and analyze the data for an accurate and meaningful study were to develop a data analysis sheet, to select the cases, to interview the cases, to record the data on the analysis sheet, and to compare the two groups of families.

The development of an interview guide. An interview guide was chosen because it enabled the investigator to obtain the answers to certain key questions and at the same time it gave the mothers an opportunity to express freely their knowledge and use of child rearing practices, to tell where they had obtained help in rearing their children, and to mention the information or services they desired. The interview guide was revised by the investigator from an unpublished interview guide prepared and tested by the Family Life Research Staff of the School of Home Economics of the Woman's College of the University of North Carolina in cooperation with the Agricultural Experiment Station (See Appendix A).

A pre-test was conducted to determine whether the interview guide accurately obtained the information necessary to the study. Six pre-test cases were chosen at random from the group of parents whose children were

attending the 1957 summer session of the Woman's College Nursery School. This preliminary testing resulted in a number of revisions to the interview guide. Revisions were required at three specific points: (a) questions concerning the family's socio-economic scale, (b) data regarding the family's background, and (c) facts more specifically related to children of nursery school age. The interview guide was revised to offer the investigator and each mother ample opportunity to elaborate at will on certain points which they considered most important.

The investigator used a portable tape recorder for collecting the data furnished by each mother. This tape recording provided an accurate method of collecting the essential information.

The development of a data analysis sheet. Since the investigator adapted and revised the interview guide used in a current study in this field, the data analysis sheet from this same study was also employed. It was revised to correspond with the interview guide following the pre-test (See Appendix B).

Recording the interviews on a tape recorder gave definite advantages both in obtaining and in analyzing the data: it facilitated the interview, it enabled the investigator to record a complete interview and to obtain the exact words of the mothers, and it eliminated the possibility of omission of important data. Transfer of the data from the tape recordings to the data analysis sheets proved to be time-consuming but worthwhile since the data thus obtained were accurate and meaningful.

The selection of cases. The nineteen parents of the children enrolled in the Woman's College Nursery School during the 1957-1958 fall term

were the first group to be interviewed. One parent whose child was enrolled only during the spring term was also interviewed, making a total of twenty parents in this group.

To obtain the non-nursery school group, each nursery school parent was asked to give the name of at least one family of her own socio-economic level who had a pre-school age child not attending a nursery school. From this list twenty parents were found who were willing to be interviewed after the investigator had explained the purpose of the interview in a telephone conversation. The reason for using this method of choosing the non-nursery school group was to match the two groups as nearly as possible.

The interviews. Each parent was contacted by telephone for an appointment. All except two of the forty interviews were conducted in the homes of the parents. The mothers were told the purpose of the study and were asked to answer the questions as frankly as possible. All were very cooperative.

This study was conducted in Greensboro, North Carolina, during the winter months of 1957-1958. The interviews lasted from forty-five minutes to one hour and fifteen minutes.

Points brought forth in the interviews were:

1. the background data, which included information about the child, his environment, and his parents;
2. information and services known, used, and desired, which included a general and specific inquiry regarding available programs and services as well as general and specific information about selected child development areas such as eating, sleeping, and playing.

Recording the data on the analysis sheet. The data were transferred to the analysis sheet by the investigator listening through the earphones

to the play-back of the interviews and recording almost verbatim what each mother had said. In some of the interviews the mothers told of unusual experiences in rearing their children. This information was also recorded on the analysis sheets to give further material for any analytical studies that the investigator might do after the compilation of all the data. The average time spent in transcribing these interviews was one and a half to two hours for each.

The major portion of topics discussed by the mothers fell into categories which could be compared by the investigator. Little arranging was required since the interview guide was originally constructed for just such a comparison.

Comparison of the two groups of families. As has been previously stated, the non-nursery school families were chosen because they were comparable to the nursery school families. Data were compiled to show that the two groups of families were similar in background, thus making the results of the study valid. These data included: ages of parents and children, number of children in the family, education and occupation of the parents, ownership and physical location of the home, and organization participation of the parents. These factors are set forth in Tables I through VI which follow. (Table VI, which shows parents' participation in organizations, appears in Chapter IV.)

Table I shows the similarity of the ordinal position of the children in the study, indicating how much experience the mother had in rearing children before the nursery school age child was born. The two largest families interviewed, one in each group, had five children. In

TABLE I  
THE ORDINAL POSITION OF THE CHILDREN IN THE FAMILY

Ordinal Position	Nursery School Children		Non-Nursery School Children	
	Number	Per Cent	Number	Per Cent
1st . . . . .	7	35.0	8	33.3
2nd . . . . .	7	35.0	7	29.1
3rd . . . . .	2	10.0	7	29.1
4th . . . . .	4	20.0	2	8.3
Total . . . . .	20		24*	

\* The total number in the non-nursery group is more than the total number in the nursery school group due to the fact that four families in the non-nursery group had two children between the ages of 3-5, therefore these children were included in the interview.

both cases the fifth child was under three years of age. The age of the siblings in the nursery school families ranged from 20 months to 15½ years, while the age range of the siblings in the non-nursery school families was from 2 weeks to 13 years. There were 52 children in the nursery school families while there were 57 children in the non-nursery school families. In the nursery school families there were 23 older siblings and 9 younger siblings. In the non-nursery school families there were 23 older siblings and 10 younger siblings.

The ages of the children were quite similar indicating that problems related to the developmental stages of growth would also be similar. Table II shows the age range and groups the children according to six month age intervals. The non-nursery school children tended to be only slightly younger than the nursery school children with the mean ages of the two groups being 3.9 years and 4.1 years respectively.



TABLE II  
AGES OF THE CHILDREN

Nursery School Group			Non-Nursery School Group			Total		
Age in Years	Num-ber	Per Cent	Age in Years	Num-ber	Per Cent	Age in Years	Num-ber	Per Cent
3	1	5.0	3	4	16.6	3	5	11.4
3½	3	15.0	3½	5	20.8	3½	8	18.2
4	10	50.0	4	9	37.4	4	19	43.2
4½	3	15.0	4½	2	8.3	4½	5	11.4
5	3	15.0	5	4	16.6	5	7	15.9
Total	20	100.0		24	99.7		44	100.0

Another factor compared was the ages of the fathers and mothers of the two groups. The ages of the nursery school fathers, Table III, ranged

TABLE III  
AGES OF THE FATHERS

Age in Years	Nursery School Fathers		Non-Nursery School Fathers		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
26-30	3	15.0	2	10.0	5	12.5
31-35	4	20.0	3	15.0	7	17.5
36-40	6	30.0	8	40.0	14	35.0
41-45	6	30.0	6	30.0	12	30.0
46-50	1	5.0	1	5.0	2	5.0
Total	20	100.0	20	100.0	40	100.0

from 29 to 48, while the ages of non-nursery school fathers ranged from 30 to 47. The mean age of the former was 37.8 years and the median age 38.0 years, while the mean age of the latter was 38.3 years and the median age 39.0 years.

The ages of the nursery school mothers, Table IV, ranged from 26 to 44 years, while the ages of the non-nursery school mothers ranged from

TABLE IV  
AGES OF THE MOTHERS

Ages in Years	Nursery School Mothers		Non-Nursery School Mothers		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
26-30	6	30.0	6	30.0	12	30.0
31-35	8	40.0	4	20.0	12	30.0
36-40	5	25.0	7	35.0	12	30.0
41-45	1	5.0	3	15.0	4	10.0
Total	20	100.0	20	100.0	40	100.0

28 to 43 years. The mean age of the nursery school mothers was 33.0 years and the median age 33.5 years, while the mean age of the non-nursery school mothers was 34.5 years and the median age 35.0 years. Thus both sets of parents were relatively similar in age level.

The two groups of parents were also similar in their educational backgrounds. All of the non-nursery school mothers were high school graduates. Ninety-five per cent of the nursery school mothers were high school graduates (One mother did not graduate because of a serious illness). Ninety per cent of non-nursery school mothers went further than high school and ninety-five per cent of the nursery school mothers also had advanced educational training. Three of the non-nursery school mothers had finished nurse's training and had practiced nursing. Each of these considered her training an invaluable asset in rearing her children. Seventy-five per cent of both groups attended college. Three of the nursery school mothers



attended graduate school, while none of the non-nursery school mothers attended graduate school.

All of the fathers in both groups finished high school. Eighty-five per cent of the nursery school fathers and ninety per cent of the non-nursery school fathers went further than high school. One in the nursery school group and two in the non-nursery school group went to business school. Eighty per cent of both groups attended college. Seven, or 35 per cent, of the non-nursery school parents attended graduate school. These were a lawyer, a judge, a dentist, a family counsellor, a general practitioner, a surgeon, and a medical representative. In the nursery school group, five, or twenty-five per cent, of the fathers attended graduate school. These were an author, a judge, two general practitioners, and one who lacked several hours on a law degree. It would appear from these data that the two groups of parents are above average and are quite similar in educational attainment.

The occupations of the fathers, Table V, fell into two categories: (1) professional and managerial, and (2) clerical and sales. Exactly the same number in the two groups of fathers fell into each of these two categories. The similarity in occupational status is, therefore, obvious.

Five of the nursery school mothers were employed, one full time and four part time. Two of the non-nursery school mothers were employed part time. Thus most of both groups of mothers were full time homemakers.

The nursery school parents were either home owners or in the process of buying their homes with the exception of two who either lived with the husband's parents or lived in a home owned by them. The non-nursery school parents were either home owners or in the process of buying

TABLE V  
OCCUPATIONAL STATUS OF THE FATHERS\*

Occupational Categories	Nursery School Fathers		Non-Nursery School Fathers	
	Number	Per Cent	Number	Per Cent
Professional and Managerial	14	70.0	14	70.0
Clerical and Sales	6	30.0	6	30.0
Service	0	0.0	0	0.0
Agricultural, Fishery, Forestry	0	0.0	0	0.0
Skilled occupations	0	0.0	0	0.0
Semi-skilled	0	0.0	0	0.0
Unskilled	0	0.0	0	0.0

\* Dictionary of Occupational Titles, Part 1, Definitions of Titles. United States Unemployment Service (Washington, D. C.: Government Printing Office, 1939), p. XXIII.

their home with the exception of three. One family lived in a home owned by the husband's parents, while two were renters, one renting a house and one renting an apartment in which they had lived for a number of years.

A map of the City of Greensboro, Figure 1, showing the location of the homes of the parents interviewed, illustrates further the similarity of the socio-economic status of the two groups of parents. It is interesting to note that the nursery school parents reside in an above average socio-economic residential area and that the cases they suggested for inclusion in the non-nursery school group reside in similar locations.

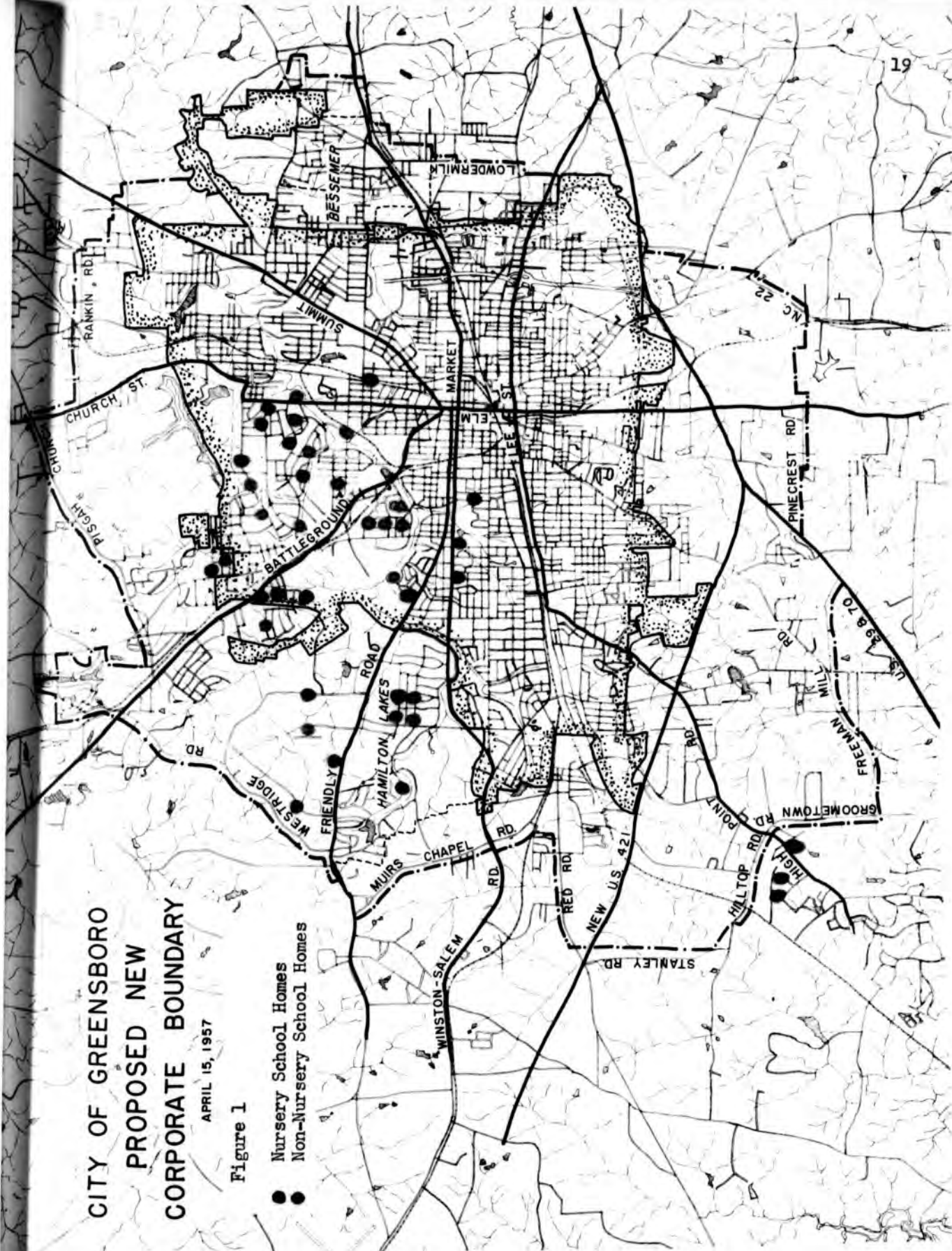
These facts, the above average socio-economic level and the high level of educational and occupational attainment, emphasize that the conclusions drawn in Chapter V can apply only to the cases involved.

# CITY OF GREENSBORO PROPOSED NEW CORPORATE BOUNDARY

APRIL 15, 1957

Figure 1

- Nursery School Homes
- Non-Nursery School Homes



## CHAPTER IV

### A COMPARATIVE ANALYSIS OF RESPONSES GIVEN BY THE TWO GROUPS OF PARENTS INTERVIEWED

Data for this study were obtained from the twenty mothers of the twenty children, ages three to five, enrolled in the Woman's College Nursery School and the twenty mothers of the twenty-four children, ages three to five, who were not enrolled in a nursery school at the time of the interview. In this chapter a comparison of the data compiled on each group shows the following:

- (1) the types of information the two groups used in rearing their children;
- (2) the sources of help the two groups used in rearing their children;
- (3) the kinds of information for which the two groups express a need;
- (4) a comparison of the types of information and the sources of help the two groups of parents used in rearing their children.

#### I. PARENTS' PARTICIPATION IN ORGANIZATIONS

It was believed that participation in community organizations might influence the types of information concerning child rearing which would be available to and used by the parents. Accordingly, the parents were asked to provide information relative to organizations in which they participated and the degree of their participation.

These organizations were classified into four different types: religious, civic, social, and professional.

TABLE VI  
NUMBER OF ORGANIZATIONS IN WHICH PARENTS PARTICIPATED

Type of Organization		Membership		Attend Meetings		Committee Membership		Hold Office	
		Nursery School	Non-Nursery School	Nursery School	Non-Nursery School	Nursery School	Non-Nursery School	Nursery School	Non-Nursery School
Religious	Mothers	39	39	38	39	9	1	7	7
	Fathers	31	33	30	33	3	1	12	7
Civic	Mothers	27	45	26	44	6	7	6	5
	Fathers	22	20	23	20	1	4	6	3
Social	Mothers	13	19	13	19	1	0	0	1
	Fathers	16	13	16	13	0	0	2	0
Professional	Mothers	1	2	1	2	0	0	0	0
	Fathers	22	25	22	25	4	1	3	1



In the civic organizations the participation of the non-nursery school mothers was much higher than that of the nursery school mothers. One reason for this difference could have been that the nursery school mothers had more toddler-age children or young babies than the other group which could tend to keep the mothers from joining civic organizations. However, the data indicated that there were nine families in the nursery school group and ten in the non-nursery school group with a child under three years of age. With the pre-school child in nursery school during the morning, the nursery school mother would presumably have more time in the morning than the non-nursery school mother; yet it was the non-nursery school mother who belonged to more civic organizations.

It was found that both groups had received some information on rearing children from both religious and civic organizations. A number of the mothers of both groups had read pamphlets obtained through volunteer work done for these two types of organizations. One of the non-nursery school mothers had done volunteer work in a hospital taking care of new babies prior to the birth of her first child. She had taken a Red Cross Nurse's Aid Course which trained her to do this work. She said that it had been a rewarding experience and had helped her when her own baby came along.

Several others had read pamphlets they had obtained while doing volunteer work for the Family Service Association. Many of the mothers mentioned having attended lectures sponsored by religious, civic, or professional organizations. The non-nursery school mothers spoke more frequently about organizations and the help they had gained through them than did the nursery school mothers. One mother from the group made this

statement: "The main thing is to try to go to as few meetings as possible. Your family needs you more than the meeting."

## II. TYPES OF INFORMATION AND SOURCES OF HELP USED UPON ARRIVAL OF THE CHILD IN THE HOME

Since their first experience with the particular child began with its birth, the interview proper began by discussing with the mother the sources of information or help used upon the arrival of a child. Generally, in answer to this question, the mother referred to her first child because that was when she needed the most help. Each one said that after she had had experience with the first child she felt more adequate in caring for the second one and needed less information. The experience of caring for the first child usually gave self-confidence.

In general the mothers reported a gradual change of ideas after their first child. Many mentioned that they had thought of their first baby as a china doll that might break, but that after a little experience the awkward feeling had left them and they were more relaxed. Many said that they had learned much from their first child and that their views about rearing children had changed before the arrival of the second. As one mother expressed it,

"The first child was the hardest by far and still is because everything is new. As a child he was punished and disciplined more. Everything he did we felt that we must correct it; he might not be growing up right. When the other children came along they did things he was spanked for and we thought their actions perfectly natural."

A large number of mothers who had several children mentioned that they had enjoyed their last children much more because they had relaxed



with them and had not been overly concerned or worried about their doing things that were "not normal." Many expressed a desire to know what is considered normal.

#### Sources of Information Used by Parents

As sources of information used on the child's arrival in the home from the hospital, it can be noted in Table VII that books and pamphlets

TABLE VII

#### SOURCES OF INFORMATION USED UPON THE ARRIVAL OF THE CHILD IN THE HOME

Source	Nursery School Mother			Non-Nursery School Mother		
	Number	Per Cent	Rank	Number	Per Cent	Rank
Relatives . . . . .	15	75.0	1	10	50.0	3
Books and Pamphlets . . . . .	13	65.0	2	11	55.0	2
Practical Nurse . . . . .	9	45.0	3	12	60.0	1
Friends and Neighbors . . . . .	7	35.0	4	1	5.0	8
Physician . . . . .	6	30.0	5.5	5	25.0	6.5
Previous Experience . . . . .	6	30.0	5.5	9	45.0	4
Miscellaneous . . . . .	5	25.0	7	6	30.0	5
Instinct, Common Sense, Nature .	2	10.0	8	5	25.0	6.5

ranked second in both groups. The nursery school mothers ranked relatives first and the practical nurse third. In the non-nursery group the practical nurse ranked first and relatives third. The nursery school mothers seemed to feel that they had gathered more information from friends and neighbors while the non-nursery school mothers had depended more on previous experience. The source, "Friends and Neighbors," included anything from "an over the back fence chat, bridge club talk, or a special telephone call to ask a specific question" to mere observation of the way

a friend or neighbor was rearing her child. In this observation the parents made fairly objective judgments, eliminating the practices they did not regard as helpful and approving the procedures they considered good for a child. Many consulted their friends about specific child rearing practices; for example, one mother learned through such consultation that "fruit mixed with cereal is easier to get down."

The practical nurse ranked near the top with both groups. In the nursery school group forty-five per cent had employed a practical nurse after the birth of their child and they ranked the practical nurse as the third most utilized source of information. Sixty per cent of the non-nursery school mothers had used a practical nurse, and for them the nurse was the primary source of information.

It was interesting to hear the different attitudes that were expressed about the practical nurse. If the mother said she had employed a practical nurse she was asked what the nurse did. The usual response was that her job included "taking care of me, the baby, washing my things, the baby's things, picking him up when he cried (especially at night), and feeding him." Some said the nurse cooked the meals and took care of the other children. The majority of the mothers said that the nurse helped them with any feeding problems and taught them how to bathe the baby.

There was a sharp contrast in the attitudes of the various mothers toward the practical nurse. Several mothers said that their doctor did not approve of the practical nurse and gave the advice that what they really needed was some good household help. Some of the mothers said that they had a difficult time with the birth of the baby and had to have a practical nurse until they were stronger; therefore, three of the mothers had employed the nurse for six weeks.

One mother said that her practical nurse was a real "gem" who taught her everything during the first two weeks while she was regaining her strength. In direct contrast to this was a practical nurse who wanted to care completely for the child. This mother became aware that her resentment was caused by the nurse's desire to "rule the roost" and to take complete charge of the baby. Also important in the development of this attitude in the nurse was that her employment extended to six weeks.

Another mother disliked her nurse because they could not agree on the child's feeding. This mother was encouraged by her doctor to nurse her baby when he was hungry while the nurse thought he should be fed only every four hours. The mother reported, "I would wake up in the night and she would be holding him instead of waking me when he was hungry."

Still another mother disliked her practical nurse. This mother said,

"I had a practical nurse for two weeks, but she was a little too practical. She was a very authoritative person and so extremely cold about the whole thing. My husband didn't appreciate it because in his line of work there is a lot connected with emotions and love and care. She was rather brisk and business-like about the baby rather than loving it and holding it gently, and he was greatly annoyed. We couldn't wait until she left. I didn't have a nurse with the second child."

These contrasting attitudes of the mothers toward the practical nurse can easily be attributed, of course, to individual and personality differences.

Included in the "Miscellaneous" category in Table VII were a health course taken in college and a Red Cross Course. Also, one mother mentioned that taking Home Economics in high school had helped her. Several mothers in each group said that they were a bit older than today's average mother

when their first child was born, and they felt that this was to their advantage.

Sources of Information Considered Most Helpful by Parents

Table VIII indicates a comparison of the responses to the question concerning sources of information deemed most helpful upon the arrival of the child in the home.

TABLE VIII

SOURCES OF INFORMATION CONSIDERED MOST HELPFUL UPON THE ARRIVAL  
OF THE CHILD IN THE HOME

Source	Nursery School Mother			Non-Nursery School Mother		
	Number	Per Cent	Rank	Number	Per Cent	Rank
Previous Experience . . . . .	6	30.0	1	6	30.0	1.5
Practical Nurse . . . . .	5	25.0	2	6	30.0	1.5
Books and Pamphlets . . . . .	3	15.0	3.5	4	20.0	3.5
Physician . . . . .	3	15.0	3.5	4	20.0	3.5
Instinct, Common Sense, Nature . .	2	10.0	5.5	1	5.0	7
Miscellaneous . . . . .	2	10.0	5.5	3	15.0	5
Friends and Neighbors . . . . .	1	5.0	7	1	5.0	7
Relatives . . . . .	0	0.0	8	1	5.0	7

A number of the mothers could not name one source of information as being more helpful than all others and so mentioned a combination of sources. In answering this question concerning their most helpful sources of information, the nursery school mothers rated first, previous experience; second, the practical nurse; and third, the physician, along with instinct, common sense, and nature. The non-nursery school mothers gave equal ratings to two categories as their most helpful sources of information: the practical nurse and previous experience. As their second most helpful

source of information they again gave equal ratings to two: the physician and books and pamphlets. Both groups had acquired their previous experience by caring for their younger siblings or children of relatives, by doing volunteer work in a hospital, or by taking nurse's training.

#### Sources of Information Desired by Parents

The mothers were asked if they could think of any information or help that they had wished for at the time of birth of any of their children. Many said that it had been so long since their first child arrived that it was difficult to think of anything specific now although numerous problems had occurred at that time. After the experience with one child they had less trouble with the others. Ten of the nursery school mothers and fourteen of the non-nursery school mothers could not recall any help they had wanted.

In the nursery school group three mothers wished they had had experience with handling and caring for small babies prior to the birth of their own. Two mentioned they had felt inadequate about the care of the baby's navel. One wished for help in bathing her child, while two others named feeding as a special concern. Two mentioned that they wished for information about what to do when the baby cried.

In the non-nursery school group fourteen mothers could not think of any help they had needed although several were sure that problems had arisen that they had wondered about at that time. One mentioned that she needed information on feeding. Another remarked that she would have liked information on how to begin discipline. The desire for general experience was mentioned by only one mother in this group.



Out of both groups only one mentioned that she could have used information on breast feeding even though elsewhere in the interviews a number of them said that they had tried to breast feed and had had to give it up.

At least half of the mothers of both groups did not feel the need for any particular information at the time of the interview. Two mothers in the nursery school group and two in the non-nursery school group indicated that they were now pregnant. There was a baby aged two weeks in one of the non-nursery school families. Only two of these pregnant mothers, one from each group, indicated that they had been reading or studying new literature concerning care of the new born. This pregnancy was either the third or fourth for three of these mothers and the second pregnancy for one.

### III. PROGRAMS ATTENDED BY PARENTS

The parents were asked if they had been to any meetings or heard any programs about babies and small children. The program that seemed foremost in the minds of the nursery school mothers was the Nursery School Parent Meetings; eighteen of these mothers had attended the parent meetings at the Woman's College Nursery School. Two called attention to the toddler's group parent discussions, which are also conducted at the Woman's College Nursery School. Three mentioned kindergarten parent groups, two mentioned the Parent-Teacher Association meetings, and one mentioned some prenatal meetings in connection with work at the Health Department.

There were several interesting statements made by nursery school mothers when asked if they could recall any information or help gained

from the Nursery School Parent Meetings. A mother whose child had been in nursery school for two years said, "It's not so much anything specific but things in general. In hearing other people's experiences you can relate it to your own problems, seeing how they cope with it and seeing if they were successful or not." One mother gave this opinion, "Speakers at the nursery school have made you feel that thumb sucking and bed wetting aren't so serious. You put too much emphasis on little things. It's not so urgent to make a child stop biting his nails."

A mother expressing confidence in the nursery school said,

"Almost every problem that has ever been a question in my mind has been covered in the Woman's College Nursery School Program. One of the speakers once said, 'You can't really say a child is good or bad. You have to know or see the motivation behind what the child has done.'"

Another mother had been concerned with thumb sucking and was worried about her child's teeth. A speaker at one of the nursery school meetings had made her feel that emotional feelings were more important than the child's teeth. If necessary, the child's teeth could be straightened.

The non-nursery school group had had some contact with group programs or activities that sometimes stressed parent education, child rearing, or pre-school education. Six of the mothers in this group said that they had attended programs at their church which dealt with information concerning young children. Five had attended a kindergarten parent's meeting. It should be noted here that eleven of the non-nursery school group indicated a desire to enroll their child in kindergarten at the age of five for his pre-school education. Seven had heard speakers discuss child rearing at various clubs and organizations. Two mentioned the



Parent-Teacher Association and two others said that they had attended parents' meetings when they had an older child enrolled in nursery school in another state.

Some specific statements made by non-nursery school parents when asked, "Have you ever been to any meetings or heard programs about babies or small children?" are revealing. One mother replied,

"I attended some kindergarten parents' meetings. Most of the programs you've read in a book or newspaper. Generally the most interesting part of the meeting was the open discussion when the parents brought up their problems."

Another non-nursery school mother said, "Yes, I've heard such programs but I don't know that I've ever paid much attention to them." One mother who had had past experience with a nursery school said, "Yes, with my older child in a nursery school in Georgia. The mothers met and discussed problems concerning what the children did at that age and it was grand."

A non-nursery school mother who enjoyed such programs remarked,

"Through the churches I've certainly heard outstanding speakers on family life. I'm sure I've gotten a lot of valuable information from such but it's hard to boil it down. It seems to me with children you pick up things that apply to you and overlook things that don't apply. It's hard to pinpoint where it comes from."

Only fourteen non-nursery school mothers as compared with nineteen nursery school mothers reported having attended one or more programs through which they had received information about rearing young children.

From the statements made by the nursery school parents it appeared to the investigator that most of them were satisfied with the information they were gaining from the nursery school since very few other sources were mentioned. The non-nursery school parents mentioned a larger variety

of sources, the two foremost being the church and clubs. Neither of these consistently offered to parents a program dealing with child development. From this it was concluded that the nursery school parents felt satisfied with receiving this type of consistent program at the nursery school, whereas the non-nursery school parents received their information from a variety of sources with less continuity.

#### IV. SERVICES USED BY THE PARENTS

Both groups of parents were questioned specifically about their knowledge and use of services which offer information about child rearing. Table IX shows the number of parents using each service, the per cent of the total number of parents, and the rank according to use.

##### Organized or Professional Services Utilized

Ranking number one for the nursery school group was, of course, the nursery school. The pediatrician and the library both ranked second with ninety-five per cent of the parents using these services.

The non-nursery school figures show a distinct difference in the order of rank of the services used. The nursery school, which was the number one service of the other group, was ranked fourteenth by the non-nursery school parents since only three had had a child in a nursery school in the past. In this group the pediatrician was used by all of the mothers and scored number one, with the family doctor second in importance. The obstetrician and the library came third. The non-nursery school parents showed a more even distribution of services used than did the nursery school parents. This more even distribution is probably the result of the necessity of choosing services which these parents experience because

TABLE IX  
SERVICES USED BY THE PARENTS

Service	Nursery School Parents			Non-Nursery School Parents		
	Number	Per Cent	Rank	Number	Per Cent	Rank
Nursery School . . . . .	20	100.0	1	3	15.0	14
Pediatrician . . . . .	19	95.0	2.5	20	100.0	1
Library . . . . .	19	95.0	2.5	15	75.0	3.5
Parent-Teacher Association . . .	17	85.0	4	13	65.0	5.5
Home Economics . . . . .	15	75.0	5	13	65.0	5.5
Obstetrician . . . . .	14	70.0	6	15	75.0	3.5
Family Doctor . . . . .	12	60.0	7	16	80.0	2
Church Nursery . . . . .	9	45.0	8	12	60.0	7.5
Mother-Baby Club or Well-Baby Clinic . . . . .	8	40.0	9.5	8	40.0	9.5
Psychologist or Psychiatrist . .	8	40.0	9.5	5	25.0	11
Church Programs . . . . .	7	35.0	11	12	60.0	7.5
Minister . . . . .	3	15.0	12	8	40.0	9.5
Home Demonstration Agent . . .	2	10.0	14	3	15.0	14
Prenatal Clinic . . . . .	2	10.0	14	4	20.0	12
Visiting Nurse . . . . .	2	10.0	14	2	10.0	16
Industrial Service . . . . .	1	5.0	17	0	0.0	18
Home Economics Adult Classes . .	1	5.0	17	1	5.0	17
Family Service Association . . .	1	5.0	17	3	15.0	14

they do not have a source available with which they come in contact almost daily as do the nursery school parents.

When asked which of the services used had been most helpful, three-fourths of the non-nursery school mothers said that the pediatrician had been of the greatest assistance to them. Two indicated that the church had been helpful. Other services named only once were the library, experience in the prenatal clinic, the Family Service Association, the psychologist, and the minister. In the nursery school group a little over half of the mothers named the nursery school, and exactly half named the

pediatrician. The library and psychologist were each named three times. Those services mentioned only once as being most helpful were experience in the prenatal clinic, the obstetrician, the Health Department, and Home Economics taken in college.

Thus it seems that the majority of the non-nursery school group were quite dependent on the pediatrician while the other group was dependent equally on the pediatrician and the nursery school.

#### Television Programs Viewed

A possible source of information is television although there were evidently very few programs concerning the rearing of young children being shown locally at the time of interview. A program conducted by Dr. Spock had been a popular program with parents in the past, but it was not on the air in Greensboro at the time. The Woman's College of the University of North Carolina had presented some programs on family life and child development during the year of the study as well as before. Many in both groups said that they had watched these programs.

When asked if they had ever seen any television programs on babies and small children, three-fourths of the nursery school parents and one-fourth of the non-nursery school parents could not recall any. One-fifth in the non-nursery group said they thought they had seen such programs but could not recall any specifically. One-fifth of each group mentioned Dr. Spock's program which had been on television formerly but was not being shown at the time. One-fifth of each group mentioned programs on Channel 4, the University station. Other programs mentioned by one or two from each group were "Romper Room" and "Captain Kangaroo" which they felt were an education to the children. Two nursery school mothers spoke

of a question-answer program they had watched in the North on which demonstrations were given.

The two groups were approximately equal in their familiarity with television programs. There has been very little offered by this medium in the area of child development, and the majority of both groups expressed a desire to hear the problems of other mothers so that they might relate them to their own. As one mother expressed it, "Dr. Spock was of interest to me. I think it always made you feel good to watch this program because you realized that other people had exactly the same problems."

#### Books, Pamphlets, Periodicals Read

Next the mothers were asked if they had read any articles in the magazines or newspapers. Many of the mothers were familiar with articles in periodicals. The non-nursery school group named fifteen different periodicals while the nursery school group named eleven. Articles in The Ladies' Home Journal were recalled by eight non-nursery school mothers and three nursery school mothers. Dr. Spock's article in this magazine was the one most frequently mentioned. Parents' Magazine was recalled five times by members of both groups. Good Housekeeping and McCall's were recalled an equal number of times.

All of the parents had access to one or more newspapers. When asked about articles in the newspapers, many mentioned the column written daily by Myrtle Meyer Eldred entitled, "Your Baby and Mine." In the nursery school group one-fifth said they sometimes read this column and had received ideas from it. More than one-third said they had read it but had never gained anything specific or said they had never read any such articles in the newspaper. In the non-nursery school group nearly



one-half of the mothers said they read the article while a few others said they also read it but did not feel they had profited by their reading. Three others in this group said they had read articles on babies and small children in the paper but could not recall the specific articles. More of the non-nursery school group indicated they read literature of the above mentioned type. Perhaps they were searching for information in a variety of places while the nursery school group was concentrating on just the one source, the nursery school.

Two statements made by nursery school mothers suggest specific interests. One said, "I use Gesell and Spock. I have always used them. I found that they suited me. I tried dipping into others but decided it was better not to get into so many conflicting points of view."

The other nursery school mother remarked,

"I very seldom read articles in the newspaper or magazines because so often they are not written by authorities in the field. I read those like The Parent-Teacher or Child Study magazine because they are usually written by authorities."

In Table X a comparison is drawn between the two groups of parents in regard to their prior knowledge of a selected sample of books, pamphlets, and periodicals. Twenty pieces of literature were displayed for the parents during the interview with the purpose of gauging their familiarity with representative printed materials in the area of child rearing. The numbers listed in Table X indicate the number of parents who were aware of the literature. The per cent was derived by determining the per cent of all parents in each separate group who were aware of the literature.

A definite relationship can be seen between the two groups. However, some dissimilarity can also be observed by study of the rank of each



TABLE X

COMPARISON OF THE PARENTS' FAMILIARITY WITH A SELECTED SAMPLE OF LITERATURE \*

Title	Nursery School Parents			Non-Nursery School Parents		
	Number	Per Cent	Rank	Number	Per Cent	Rank
Baby and Child Care . . . . .	19	95.0	1	20	100.0	1
Parents' Magazine . . . . .	18	90.0	2	14	70.0	3
Child Development . . . . .	15	75.0	3	16	80.0	2
Your Child from One to Six . . . .	11	55.0	4	4	20.0	6.5
Understanding Your Child . . . . .	9	45.0	5	1	5.0	13.5
Understanding Your Young Child . .	6	30.0	6	1	5.0	13.5
Child Study magazine . . . . .	4	20.0	7.5	6	30.0	4
Growing Up . . . . .	4	20.0	7.5	4	20.0	6.5
Three to Six . . . . .	3	15.0	10.5	1	5.0	13.5
Why Children Misbehave . . . . .	3	15.0	10.5	1	5.0	13.5
Between One and Five . . . . .	3	15.0	10.5	2	10.0	8
How to Discipline Your Child . . .	3	15.0	10.5	1	5.0	13.5
Your Child Grows Up . . . . .	2	10.0	14.5	1	5.0	13.5
Feeding Little Folks . . . . .	2	10.0	14.5	1	5.0	13.5
Making the Grade as Dad . . . . .	2	10.0	14.5	0	0.0	19.5
I'm Getting Big . . . . .	2	10.0	14.5	5	25.0	5
A Healthy Personality for Your Child . . . . .	0	0.0	18.5	1	5.0	13.5
Your Child's Safety . . . . .	0	0.0	18.5	1	5.0	13.5
Health for "Tweens" . . . . .	0	0.0	18.5	1	5.0	13.5
The Shy Child . . . . .	0	0.0	18.5	0	0.0	19.5
Total Number . . . . .	106			81		

\* Complete references for these titles may be found in Appendix C.

piece of literature. Emphasis should be placed again on the fact that this is literature with which the parents were "familiar." This does not mean that each book was approached for the same purpose such as gaining further understanding, widening one's scope of information, or learning one specific task. This exposure may have ranged from a quick glance through the pamphlet or magazine to a detailed study of the book.

Baby and Child Care by Dr. Benjamin Spock ranked first in both groups. Many of the mothers said they used it religiously, and the majority had their personal paper bound copy in the home, purchased often on the recommendation of their pediatrician. It was, they felt, a very convenient reference book for mothers. Only one from each group did not own a copy of it.

Parents' Magazine was ranked second by the nursery school parents and third by the non-nursery school parents. In contrast, Child Development by Gesell and Ilg ranked third with nursery school parents and second with non-nursery school parents.

Of the twenty pieces of literature in the sample, the nursery school parents were entirely unfamiliar with four pieces and the non-nursery school parents were unfamiliar with two pieces. However, the nursery school mothers as a group were familiar with a greater total number of pieces than the non-nursery school mothers. It was apparent that the materials had not had wide distribution in either group.

Five of the sixteen pamphlets in the sample were Public Affairs Pamphlets. If the parents had not seen any of the five Public Affairs Pamphlets that were in the kit of materials, they were then asked if they were familiar with any of the other Public Affairs Pamphlets. Eight of the nursery school parents and seven of the non-nursery school parents answered in the affirmative to this question. These pamphlets were recalled a total of nineteen times by the nursery school group and eleven times by the non-nursery school group.

The nursery school director often distributes to parents a list of pamphlets which are available if the parent desires to order them. The

majority of these are Public Affairs Pamphlets; others are published by the United States Government, the Association for Childhood Education International, or the Association for Family Living. Books on this list that are available to the parents in the Nursery School library are Child Development by Gesell and Ilg, Understanding Your Child by Hymes, and Baby and Child Care by Spock. Magazines listed that were available at this library were Parents' Magazine and Child Study. The availability of this literature may account for the fact that some of the parents in the nursery school group were more familiar than the non-nursery group with certain pieces of printed material in the sample. The data reveals that the nursery school offers the parents much valuable information and training that the non-nursery school parents do not receive since they do not have this intermediate resource. Comparisons of the percentages of use show that nursery school mothers stated that they used the printed materials in the kit more than did the non-nursery school mothers.

#### V. CHILDREN'S ACTIONS DEEMED FAVORABLE OR UNFAVORABLE BY THE PARENTS

Data in response to questions concerning actions parents consider favorable or unfavorable reveal both similarities and differences. It should be pointed out again here that Tables XI and XII refer to a total of twenty children of nursery school parents and twenty-four children of non-nursery school parents.

##### Favorable Actions

To the question, "What are some of the things \_\_\_\_\_ does that you think are cute?" two of the nursery school mothers responded spontaneously, "Everything!" Four of the non-nursery school mothers

TABLE XI

## ACTIONS OF THE CHILDREN CONSIDERED FAVORABLE BY THE PARENTS

Action	Nursery School Parents		Non-Nursery School Parents	
	Number	Per Cent	Number	Per Cent
Shows affection . . . . .	6	30.0	4	16.7
Acts like typical boy or girl . .	0	0.0	3	12.5
Enjoys play . . . . .	0	0.0	4	16.7
"Everything" . . . . .	2	10.0	0	0.0
Funny . . . . .	2	10.0	3	12.5
Good natured . . . . .	0	0.0	2	8.3
Helpful . . . . .	2	10.0	2	8.3
Imaginative . . . . .	3	15.0	5	20.8
Imitative . . . . .	5	25.0	6	24.9
Independent . . . . .	3	15.0	2	8.3
Good use of language . . . . .	8	40.0	7	29.1
Loves music . . . . .	0	0.0	2	8.3
Good manners . . . . .	1	5.0	1	4.1
Good memory . . . . .	1	5.0	2	8.3
Neat . . . . .	1	5.0	0	0.0
Protective . . . . .	1	5.0	0	0.0
Teases . . . . .	2	10.0	0	0.0
Does the unexpected . . . . .	1	5.0	1	4.1
Total . . . . .	38		44	

remarked about how the child enjoyed play. None of the nursery school mothers mentioned play at this point in the interview. Later in the interview play was discussed at length by both groups and some interesting statements were made. In discussing their children's favorable actions, imagination and imitation were mentioned by more of the non-nursery school mothers.

Good use of language was an outstanding action recalled by mothers in both groups. Under the language category the mothers spoke of the amazing use of large words or the amusing way the child had of expressing himself.

Teasing was an unexpected type of action which was deemed favorable by the nursery school parents. These mothers remarked about the way the child loved to tease and could take teasing. This is something that some children learn to make the best of in group play. This may be why it was pointed out as favorable by members of this group.

As a whole the two groups differed very little in the joy they received from their children. The non-nursery school mothers gave six more responses than the nursery school mothers, but the four extra children included in the statistics for the non-nursery school group could easily furnish an explanation for these additional responses.

#### Unfavorable Actions

In the responses to the question regarding unfavorable actions more differences between the two groups are revealed than in the favorable responses. The greatest differences were in the categories of being disobedient, being spoiled, having temper tantrums, being temperamental, and using position as the youngest to get own way. One-fourth of the non-nursery school mothers as compared with one-tenth of the nursery school mothers mentioned disobedience as an unfavorable act. One-fifth of the non-nursery school parents stated that their child was spoiled, meaning that he had been given too much or had been given his way too many times. They believed this might be the cause of some of the unpleasing acts. As one of these mothers said, "We love them very much and we do spoil them. We try to have common sense about it. I feel we've given them too many things to play with, but it's mighty hard not to give them things they want."



TABLE XII

## ACTIONS OF THE CHILDREN CONSIDERED UNFAVORABLE BY THE PARENTS

Action	Nursery School Parents		Non-Nursery School Parents	
	Number	Per Cent	Number	Per Cent
Uses bad words and bad talk . . .	3	15.0	2	8.3
Uses bad table manners . . . . .	1	5.0	0	0.0
Cannot take teasing . . . . .	1	5.0	0	0.0
Cries, screams . . . . .	3	15.0	2	8.3
Disobedient . . . . .	2	10.0	5	20.8
Has bad habits . . . . .	2	10.0	0	0.0
Impudent . . . . .	3	15.0	4	16.7
Does impulsive things . . . . .	0	0.0	1	4.1
Interrupts . . . . .	2	10.0	1	4.1
Uses physical aggression . . . . .	2	10.0	3	12.5
Selfish . . . . .	0	0.0	1	4.1
Spoiled . . . . .	0	0.0	4	16.7
Squabbles with siblings . . . . .	2	10.0	3	12.5
Sucks thumb . . . . .	1	5.0	1	4.1
Throws things . . . . .	1	5.0	2	8.3
Has temper tantrums . . . . .	0	0.0	5	20.8
Temperamental . . . . .	0	0.0	2	8.3
Uses position as youngest to get way . . . . .	3	15.0	1	4.1
Total . . . . .	26		37	

One-fourth of the non-nursery school parents complained about temper tantrums and one-tenth about display of temperament as compared to no complaints about either of these categories by the nursery school group. Three nursery school parents complained of their child using his position as the youngest to get his way, while only one mother in the other group complained of this. A total of thirty-seven responses were given by the non-nursery school group to things that were annoying as compared to twenty-six given by the nursery school group.



### Habits of the Children Which Gave the Parents the Most Concern

Mothers were asked about specific activities falling under the headings of physical, intellectual, and emotional actions. The data revealed that there are some specific actions or activities that the parents were **more** concerned about than others. These activities were eating, sleeping, and playing.

Eating. More answers were given to the question of how the child ate than to either of those on sleeping or playing. Well over half of the nursery school mothers said their child was an excellent eater as compared with about one-fourth in the other group. A little less than one-third of the nursery school group said the child was a fair eater as compared with a little over one-third of the non-nursery school group. Two of the nursery school mothers said that their child's eating habits were unsatisfactory while seven of the non-nursery school mothers indicated dissatisfaction with their child's eating habits.

Helping children in routine situations is an important goal in the Woman's College Nursery School. Eating is one of these routine situations. The children are served small amounts of food with the exception of those things the teacher is sure the individual child likes. The children are encouraged to taste new foods but are never forced, nagged, or bribed.

A few of the nursery school mothers said they did not agree with the nursery school practice of never holding back dessert because the child had eaten nothing or very little. Several mothers in the other group also said they often held back desserts to try to influence the child to eat.

One of the nursery school mothers made this statement about her child who was an unsatisfactory eater, "I think I let her eat baby food too long. She is lazy. Chewing is too much trouble. We aggravated it by over-emphasizing it until it caused an unpleasantness at the table." None of the nursery school mothers indicated that they use force to make the children eat.

Here are some statements from the non-nursery school mothers which was the group that seem to have more eating problems with their children. One mother said, after stating that her child ate fairly well, "I think I learned from my oldest child not to force. I tried to force him and he still isn't a good eater at the age of eleven." This was a trial-and-error learning method.

Another non-nursery school mother said they had used force and it worked in their family. This mother reported that her pre-schooler eats well. She said,

"When the oldest was two-and-a-half years old, he wouldn't eat. The doctor said not to worry; he will eat more later. The child messed around with food and it got the best of my husband's patience. He picked him up and spanked him and that happened several times. The younger one took it in. Now if she says she doesn't like it we just give her a look and she'll eat it. We hated to beat it into them but we had done everything. We had bribed, we had begged, we had pleaded, we wouldn't let them up from the table, and the child just refused. The other child tried to slow up some but has always been plump. They now clean their plates."

The mother did not remark about whether the children enjoyed meal time.

Another from the non-nursery school group said after stating that her child had never been a good eater, "I always deprive desserts until the essentials are eaten. I try to insist on a variety." This mother and another from the non-nursery school group told of a method by which

their husbands had been reared and they had used this method at times on their own children. This method was to teach the child to eat what was in front of him. If he left something, it was put into the refrigerator and at the next meal this same cold food was put back in front of him and he had to eat it. Both of the mothers expressed a dislike for this method but said their husbands had felt they should try it.

Another mother from this group seemed quite aware of why her first child was not a good eater but her toddler was a good eater. She said,

"The three-year old eats just terrible. That's where I really lose my temper and I know I shouldn't. I was one of these mothers to begin with that sat down quaking in my boots, afraid she wouldn't eat, worried before I even put a spoon in her mouth. I've tried everything. The baby eats beautifully. Guess I just started the first off wrong."

The mother then said the child had made this statement one day, "I don't eat my supper sometimes 'cause some people nag me."

The majority of the nursery school children were, according to the data, better eaters than the non-nursery school children. The nursery school mothers, almost one-half of whom had previously had an older child in the Woman's College Nursery School, had, in the opinion of the interviewer, used more satisfactory methods in guiding their children's eating habits than had the non-nursery school mothers. The nursery school had evidently helped the children to be better eaters. The three nursery school children that were considered unsatisfactory eaters by their mothers were in their first semester at the nursery school.

Sleeping. In relation to eating habits nine-tenths of the nursery school mothers said their child had excellent sleeping habits, one-tenth said the child could be considered in the category of fair, while none said

the child's sleeping habits were unsatisfactory. In the non-nursery school group, three-fifths of the mothers said their child was an excellent sleeper, about one-seventh considered the child's sleeping habits as fair, and one-fourth indicated that their child's sleeping habits were unsatisfactory. These last five mothers complained of having difficulty in getting the child to bed, of having difficulty in keeping him in bed, and of having the child want someone with him while going to sleep.

One of the non-nursery school mothers said her child was having nightmares. She said she needed some help in trying to find the reason for these bad dreams. She had asked the doctor about them and he had said not to worry, that all children have dreams. The mother then remarked,

"But I didn't believe all children have them every night and wake up crying. Her dreams began with snakes. I watch what she sees on television; so that isn't it. She's never appeared to be jealous of the baby. That's something I have to think about. I can't tell her not to dream. I just have to try to give her nice things to dream about."

This child was described as an easy child to handle. Later in the interview the mother said that for punishment the child was put on the bed.

Playing. One of the main objectives of the nursery school teacher is to help the child keep wholesomely busy. If the activity is properly directed, there is not only the habit of happy employment but of productive employment. The child learns to love real achievement. From productive activity comes self-respect and happiness for the individual. Out of this can develop individuals of value to society. These objectives are reached through a wholesome play activity.

The teacher tries to help give the child self-confidence. The child in a group of equals finds out what kind of a person he really is.

In his family, as a rule, he is accepted and loved. In a group of equals he has the opportunity to build a more realistic concept of himself. The teacher helps the child with ways of getting along with others, having respect for the rights of others, and sharing and taking turns. The child learns these things while playing with other children if he is properly guided in this activity.

During the interview no specific question about play was asked. However, the parents were asked the general question as to whether they had noticed anything in particular about the way the child played. Of the nursery school mothers almost one-half remarked about how well the child played with others, then remarked how well the child could entertain himself alone. Almost one-third mentioned the child's use of imagination. Only one of the nursery school parents felt her child needed the desire to play more with other children.

In the non-nursery school group one-fourth of the mothers remarked about how well the child played with others, almost one-third mentioned how well the child could entertain himself alone, and over one-fourth remarked about the child's having difficulty in playing with others. Two-fifths of the non-nursery school mothers said their child had not played much with other children. All of the nursery school children had experience in playing with others by virtue of being in a group situation in the nursery school.

A few of the non-nursery school mothers had their child in a neighborhood play group in which the mothers took turns in having charge of the group. Other mothers had their children enrolled in a Fine Arts School for two days a week for an hour and a half. During this hour and a half they had one-half hour of art, one-half hour of music, and one-half



hour of interpretative dancing.

The nursery school children all had the opportunity of playing with other children their own age and could profit from all of the benefits offered by group play which is guided by a person trained for this purpose. According to their statements, some of the non-nursery school mothers were offering their children some group play with children their own age. It was also evident from the interviews that some mothers believed the children in this group could benefit by playing with children their own age.

#### VI. SERVICES AND SOURCES OF INFORMATION PARENTS CONSIDERED MOST HELPFUL

To obtain an over-all picture of what the parents considered the most helpful service or source of information thus far in the rearing of their children, one should examine closely Table XIII. The data here fell into twelve different categories of sources considered most helpful. It should be noted that the nursery school group was low in one of these categories, the church, while the non-nursery school group was low in three: lectures, nursery school, and a combination of things.

Two-fifths of the non-nursery school group named experience while only one-fifth of the nursery school group named experience. The pediatrician and observation of friends were both credited by nearly two-fifths of the non-nursery school group while these were mentioned by one-eighth and one-fifth of the nursery school group respectively. Reading was named by one-half of the nursery school group as compared with two-fifths for the other group. Four nursery school mothers said they felt they could not pin-point the most helpful source. They felt it was a combination of many things; for example, education, experience, reading, and lectures.



TABLE XIII

SERVICES AND SOURCES OF INFORMATION PARENTS CONSIDERED MOST  
HELPFUL IN REARING THEIR CHILDREN THUS FAR

Category	Nursery School Parents		Non-Nursery School Parents	
	Number	Per Cent	Number	Per Cent
Family Background . . . . .	1	5.0	1	5.0
Education . . . . .	4	20.0	2	10.0
Experience . . . . .	4	20.0	8	40.0
Husband . . . . .	2	10.0	2	10.0
Lectures . . . . .	3	15.0	0	0.0
Nursery School . . . . .	5	25.0	0	0.0
Nursing . . . . .	1	5.0	1	5.0
Observation, Friends . . . . .	3	15.0	7	35.0
Pediatrician . . . . .	4	20.0	7	35.0
Reading . . . . .	10	50.0	8	40.0
Religious, Church . . . . .	0	0.0	2	10.0
Combination of Things . . . . .	4	20.0	0	0.0

Literature seemed to be very important to both groups of parents. They felt they had benefited by the literature they had read. A previous table, Table VIII, shows that the literature presented during the interview was of a type that could be used to better advantage if it were more widely known or distributed.

#### VII. PARENTAL EXPECTATIONS

Table XIV indicates a comparison of the responses to the question, "What ideas do you have about the future for your children?" The majority of the parents in both groups said they wanted to offer their child a college education if the child desired it; meanwhile they were at that time trying to guide their child toward a college education. Three of the nursery school parents expressed a desire for the child to have a good

TABLE XIV  
EXPECTATIONS PARENTS HAVE FOR THEIR CHILDREN

Category	Nursery School Parents		Non-Nursery School Parents	
	Number	Per Cent	Number	Per Cent
EDUCATION:				
College . . . . .	20	100.0	18	90.0
Grammar School . . . . .	3	15.0	0	0.0
Prep-School . . . . .	1	5.0	2	10.0
Learn to love to read . . . . .	2	10.0	2	10.0
Learn the value of money . . . . .	1	5.0	1	5.0
Religious education . . . . .	2	10.0	6	30.0
ADJUSTMENT:				
Normal, Healthy, and Happy . . . . .	6	30.0	4	20.0
Good personality . . . . .	3	15.0	5	25.0
Independent . . . . .	4	20.0	4	20.0
Make own decisions . . . . .	7	35.0	5	25.0
Secure . . . . .	2	10.0	1	5.0
Have marriage and family . . . . .	0	0.0	3	15.0
Think of others . . . . .	3	15.0	0	0.0
EXTRA-CURRICULAR ACTIVITIES				
Have many interests . . . . .	5	25.0	8	40.0
Know art and music . . . . .	3	15.0	4	20.0

basic curriculum in grammar school. They seemed to be concerned about the North Carolina educational system. They felt that the education of the children could suffer in later years if the grammar school years were weak. One from the nursery school group and two from the non-nursery school group said they wanted to send their child to prep-school for this reason. Two from the nursery school group and six from the non-nursery school group wanted to assure their child of a good religious background.

With only a few exceptions the majority of the categories were evenly distributed between the two groups. The desire for their children to be happily married and to have a family was mentioned by three of the non-nursery school mothers. Three of the nursery school mothers hoped that their children would always have respect for the rights of others. Four more of the non-nursery school mothers were interested in providing extra-curricular activities than mothers in the other group. All who mentioned the last two categories in the Table XIV were eager to give their child a variety of opportunities to widen his future interests. On the whole, the expectations that both groups of parents had for the future of their children were similar.

#### VIII. CHILD-REARING KNOWLEDGE WHICH THESE PARENTS DEEMED MOST IMPORTANT

Since some of these parents had older children and all of them had at least the experience of rearing one child to the age of three, the two groups of parents were asked what information they regarded as most important for young parents to have in rearing their children. A variety of answers was given, the most frequent being: (1) to relax and enjoy the child; (2) not to expect of the child more than he is capable of accomplishing; (3) to be aware of the natural stages or developmental patterns through which children go; (4) to have a resource book, such as those by Spock or Gesell, in the home to consult; (5) to go--both parents--to a prenatal health clinic in order to gain confidence in themselves before the baby is born; (6) to know all that is possible about the care of a small baby before the baby arrives; (7) to develop good basic family relations so that the little problems will not become big ones; (8) to give the child love, affection, and wholehearted time and attention.

Other responses given less frequently but also of importance were:

- (1) to remember that each child is an individual and should be treated that way;
- (2) to have patience with the child;
- (3) to take some Home Economics or Child Psychology courses;
- (4) to have information on discipline;
- (5) to be consistent in discipline and to work out disagreements on discipline privately between husband and wife;
- (6) to gain confidence through being around babies or small children before having one's own;
- (7) to know yourself before you try to understand the child;
- (8) to be understanding;
- (9) to learn more about child rearing from a good television program;
- (10) to plan for the future.

#### IX. INFORMATION OR HELP DESIRED BY THE PARENTS

The last question the mothers were asked during the interview was, "If you could have any kind of help or information that you would like, what would it be?" The one service that more mothers would like to have than any other is to have someone trained in the field of child development with whom they could consult when problems in child rearing occur. This was desired by sixteen of the forty mothers.

Other services desired by two to five of the forty mothers were:

- (1) to have the child tested or in some way to discover if he should enter a private first grade rather than wait to enter the public school when he is almost seven;
- (2) to have aptitude testing in the future so that the parents could give the child the opportunity or encouragement in the field for which he or she is best suited;
- (3) to have someone keep the children at times in order that the mother might have some time for herself (They thought this might help the mothers to have more patience);
- (4) to have

information concerning the oldest child since his phases of development are something the parents have not experienced before; (5) to have companionship for the child; (6) to have information on discipline, thumb-sucking, ages and stages, feeding, whining, and the gifted child; (7) to have a way for the child to be challenged intellectually; (8) to have discussion with mothers who have the same problems; (9) to be able to go back to school and study the pre-school child; (10) to receive some informational pamphlets at the hospital when there is time to read.

Still other desires were: (1) to know how to have self-control; (2) to have new activities for the children in the home; (3) to consult with a speech therapist; (4) to enroll their child in the Woman's College Nursery School; (5) to have more articles written by authorities published in the magazines.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Parents always have had--and probably always will have--problems and questions concerning their children. They are continually searching for information which will answer their questions, broaden their knowledge, and give them confidence in their own ability to rear their children satisfactorily. Parent education strives to give this information.

The Woman's College Nursery School is an institution established not only for the purpose of teaching college students child development but also for the purpose of enriching the whole growth of the pre-school children enrolled there and to offer their parents a vital program in parent education. With this in mind, and aware also that parenthood is an education in itself, the investigator defined and limited the purposes of this study to two. These were: first, to secure certain information from twenty parents of children enrolled in the Woman's College Nursery School and from twenty parents of similar socio-economic circumstances whose children did not attend nursery school, this information to include (a) the types of information used in rearing their children, (b) the sources of help used in rearing their children, and (c) the kinds of information and services for which they express a desire; second, to compare the types of information used and desired by these two groups of parents.

A review of the literature on parent education programs revealed that the majority of these programs had proved to be helpful and effective.



A wealth of printed materials on child rearing was found to be available and a sample kit of representative and widely circulated literature was discussed by the interviewer in each home. The review of literature revealed in addition, however, that very little research on the information and the services parents desire is to be found.

The data for the study were obtained by means of personal interviews with two groups of mothers, twenty in each group. A tape recorder was used to record the interviews. An interview guide and a data analysis sheet were adapted from one used in a similar study. These were then tested and revised for use in obtaining and analyzing the data.

The parents of the children enrolled in the Woman's College Nursery School were the first group interviewed. To minimize variations which might result from differences in socio-economic levels and educational attainments, the nursery school parents were asked to suggest names of families of their acquaintance who had similar backgrounds and who had a pre-school child not attending a nursery school. Twenty of these parents were selected and interviewed.

The two groups were compared and found to be similar in the ordinal position of the children in the families, in the ages of the children, in the ages of the parents, in the educational attainment of the parents, in the occupational status of the fathers, and in the socio-economic levels of the families.

Although the sample of nursery school and non-nursery school parents was small, the results of the study indicate a comparison of the types of information and the sources of help both groups of parents used in rearing their children. The study also indicates the kinds of information and sources of help for which the parents expressed a need.

Some of the conclusions reached as a result of this study on the acceptance of certain programs and services are:

1. Both groups had received some information on rearing children from religious and civic organizations. The non-nursery school mothers spoke more frequently about organizations and the help they had received through them.
2. More of the mothers felt a need for help with their first baby than with their second.
3. Many said they had learned much from their first child and their views about rearing children had changed with succeeding children. In particular, they had learned through experience with their first child to accept the child as a child, to enjoy his growth rather than worry about his every action.
4. Both groups had relied heavily on relatives, books and pamphlets, and the practical nurse when the child first arrived in the home.
5. The mothers found it difficult to remember specific information that they needed at the time of the birth of their first child, yet the majority said they did have questions at that time.
6. The majority of the nursery school parents expressed satisfaction with the consistent educational program received at the nursery school, whereas the non-nursery school parents received their information through a variety of sources with less consistent programs.
7. When asked about specific services or sources of information and help used, the majority of the non-nursery school group seemed dependent on the pediatrician while the other group was dependent equally upon the pediatrician and the nursery school.

8. Television programs designed to help parents in rearing their children were few in Greensboro, North Carolina. Many parents had watched Dr. Spock's program in the past. The parents emphasized the importance of a convenient time for such a program.
9. All of the parents subscribed to and read a daily newspaper, yet little information seemed to have been gained by them from articles and columns dealing with child rearing which appear in the newspaper.
10. Periodicals were widely read, and the majority of mothers were interested in the magazine articles in the area of child rearing.
11. More of the nursery school parents than the non-nursery school parents were familiar with the literature in the sample kit of printed materials used during the interview by the investigator. The relatively small difference in familiarity may have been due to the fact that literature was offered to parents at the nursery school.
12. It seems evident that this type of literature, in order to be fully utilized by those who desire and need it, should have been more widely distributed and made more readily available.
13. The non-nursery school mothers found more unfavorable acts done by their children than the nursery school mothers. This may be because a variety of outlets in play is offered at the nursery school or because the attitudes of the nursery school

mothers toward the acts differed from those of the non-nursery school mothers.

14. On the whole, the data seem to indicate that the nursery school children had better habits in eating, sleeping, and playing. It may have been that the total nursery school program had been of benefit in helping the children to adjust wholesomely to such habits.
15. The two groups had similar desires for the future of their children, a college education being the primary one.
16. Advice the parents would give to other parents covered many topics. Among these were: (a) to relax and enjoy your child, (b) not to expect too much of your child, (c) to be aware of the natural stages or the developmental patterns that children go through, and (d) to have a good resource book to consult.
17. The service or help desired by the major portion of the mothers was to have someone in the field of child development to consult about problems that occur.
18. These parents sought all types of help and information, and among these were: (a) testing services for the child, (b) information regarding the oldest child in the family, (c) companionship for the child, (d) occasional "time off" for the mother so that she can be more patient with her children, (e) discussion with other mothers who have the same problems, (f) attending school again in order to study the pre-school child, and (g) information on discipline, thumbsucking, ages and stages, feeding, whining, and the gifted child.

Because of the paucity of research in this area and because of the limitations of this study, certain important questions remain unanswered. It is recommended that further research in this area is needed. Among others, certain studies which could prove valuable might include:

1. A study of the pediatrician's attitude and the answers he gives to questions asked by parents. Throughout the interviews in this study it was apparent that parents consult the pediatrician not only for medical information but for other types of information concerning children as well.
2. A study of the means and methods of distribution of information and literature for parents. Many of the parents in this study were not aware of the wealth of authoritative information that was available.
3. A study of the views of parents on pre-school education. The interviewer in this study detected misconceptions on the part of some parents as to the purposes of pre-school education.

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APPENDIX

### 3. Social Participation Scale

Names of all organizations in which either mother or father participate, including church. Check through for each parent separately. For each parent:

Name of organization to which you belong  
 Member  
 Committee membership  
 Office held

(Note: In case of industrial plant worker, check on union membership. Re church, check on church per se, as well as Sunday School, circle or societies, and other church groups.)

### B. Services known, used and desired.

#### 1. General inquiry around people and services or help

- a. During child's early infancy, (on first arrival at home with child, etc.)

How did you know what to do? (bathing, feeding, changing, schedule demand, household routine, husband's participation, etc.)

Who or what was most helpful source of information?

What information did you get? What did you learn?

(Same three questions re later periods of child's life up to 3 years.)

Can you recall any help, or service, or information you wished you had?

- b. Did anyone come into your home or visit you?

What help or service, or information did they give you?

- c. Have you taken child (or gone yourself) to any place outside the home to get information or for consultation about the child?

What help or service or information did they give you?

- d. Have you ever been to any meetings, or heard programs about babies and small children?

What was discussed? What did you learn?

## APPENDIX A

## I. Interview - recorded on tape

(Be sure to state informant's name at beginning of a tape, and at beginning of each subsequent interview on a tape.)

## A. Background Data

## 1. Demographic

Child's name

Child's age

Child's sex

Number of children in family

Age and sex of all children in family

Which were in nursery school

Length of residence

Owner or renter

Location of home (In city limits, etc.)

Father's occupation

Father's age

Father - grade or college year completed - 11 or 12 grade system?

Mother - occupation

If other than housewife, type of work

% of employment outside home

Mother's age

Mother - grade or college year completed - 11 or 12 grade system?

## 2. Why did you decide to send your child to Nursery School?

## 2. Specific inquiry re available programs and services

- a. "We have here a list of places and services that sometimes do give people information about babies and small children, and I'd like to check it through with you."

Family doctor  
Obstetrician  
Pediatrician

Home Demonstration Agent  
Home Dem. Club leader, or member  
Prenatal Health Clinic  
Visiting Nurse - to verify birth  
Mother-Baby Club or Well-Baby Clinic  
Health Center for shots or Polio Clinic  
Caseworker from Children's division, Welfare Dept.  
Homemaker Service, Welfare Dept.  
Church visitor  
Minister  
Church Nursery - leader, helper, parent discussion group  
Church meetings or programs  
PTA meetings study groups  
Did mother have Home Economics in high school? Years taken?  
Home Economics Adult Class, nearby high school  
Library or bookmobile materials

Psychologist or psychiatrist  
Family Service Ass'n. Counsellor  
Industrial plant medical or other consultant service  
Day Care Center or Nursery School

What service or source of information has been most helpful?  
What kind of help would you like to have?  
What suits you best: home visit, place for consultation,  
group meetings and discussions?

### b. Radio and TV programs

Have you ever heard or seen any TV Programs on small children?  
Programs known?  
Programs heard?  
Information gained?  
Was it helpful? What did you like about it?  
What kind of information, kind of program would you like to hear?

### c. Newspaper and periodicals

Do you take the newspaper?  
Publication? How often received? Read? (Ladies Home Journal,  
Spock Series 1956-57)  
Articles about small children? Known? Read? How often?  
Information gained? Helpful? What did you like about it?  
What kind of information and kind of publication would you like  
to have available to you?  
Can you think of others?



d. Kit of materials

Which of these publications have you seen?

(Be sure to state title into mike.)

Where obtained?

Was it helpful? How?

(Skim through those publications mother has seen and get specific instances of information and help obtained.)

Why did you like it? (or not like it?)

What kind of materials would you like to have?

3. General and Specific questions about selected child development areas

(Follow up on any leads arising out of interview thus far.)

- a. What are some of the things \_\_\_\_\_ does that you think are pretty cute? (What have you been interested in as you've seen \_\_\_\_\_ develop? etc.)

What do you do (about these developments, actions, tendencies?)

Where did you get the idea to handle these things in this way?

(Where did you learn about these things \_\_\_\_\_ does?

- b. What are some things that \_\_\_\_\_ does that you think aren't so cute?

What do you do when he does these things?

Where did you learn about what to do in these situations?

- c. Specific areas of development:

Physical:

Sleeping: How does \_\_\_\_\_ do about sleeping?

What did (or do) you do about this?

Where did you get the idea to do this?

Feeding: How does \_\_\_\_\_ do about eating?

What did (or do) you do about it?

Where did you get the idea to do this?

Intellectual:

- 1) Language development: Did \_\_\_\_\_ begin to talk early?

Could you understand what he was trying to say?

Did you and do you talk to him?

Where did you get this idea?

- 2) Memory: Have you noticed whether \_\_\_\_\_ seems to remember things?

How did you know he was remembering?

How did you learn about this?

Social:

- 1) Play: Have you noticed or been interested in anything about the way \_\_\_\_ plays? What?

What do you do?

How did you learn about this?

- 2) Relations to Parents: Have you noticed anything about how \_\_\_\_ is with members of the family or other people?  
What do you do?  
How did you learn about this?

Emotional:

- 1) Love: Does \_\_\_\_ like to be cuddled?  
How can you tell?  
What do you do? How did you learn about this?

- 2) Anger: Does \_\_\_\_ ever seem to get angry, or mad?  
What does he do?  
What do you do?  
How did you learn what to do about this?

- 3) Fears: Does \_\_\_\_ ever seem to have any fears?  
What does he do?  
What do you do?  
How did you learn what to do about this?

## 4. Review - summary

What ideas do you have about the future for \_\_\_\_? (child's development patterns, your expectations, educational-financial plans, things you'll encourage, things you'll discourage, laying a groundwork for child's future, etc.) What might you want to assure your child that you didn't have? Where did you get these ideas?

Of all the sources and possibilities for help, and the help you have actually had, which do you think was the most important, the most helpful? (What information do you think is most important for young parents to have?)

If you could have any kind of help or information or service you'd like to have, what would it be?

## APPENDIX B

INTERVIEW DATA SHEET

(Revised after Pretest, June, 1957)

I. Background Data

CHILD'S NAME \_\_\_\_\_ AGE \_\_\_\_\_ SEX \_\_\_\_\_

Ordinal Position \_\_\_\_\_

Special information:

Name and age of siblings \_\_\_\_\_

Did any sibling attend Nursery School or Kindergarten? \_\_\_\_\_

HOME & FAMILY - Length of residence \_\_\_\_\_ owner  
renter

Nursery School mother sent her child to Nursery School because:

FATHER Occupation \_\_\_\_\_ Age \_\_\_\_\_  
(type co. & job)

School year completed \_\_\_\_\_

Social Participation (Enter name of organization. Check under  
appropriate column and write yes/no.)

<u>Organization</u>	<u>Member</u>	<u>Committee</u> <u>Member</u>	<u>Officer</u>
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MOTHER: Occupation \_\_\_\_\_  
 Age \_\_\_\_\_ School year completed \_\_\_\_\_

Social Participation: (give name of organization: write yes/no under proper column)

<u>Organization</u>	<u>Member</u>	Committee Member	<u>Officer</u>
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## II. Services Known, Used, Desired

GENERAL: (Record for each response what information obtained; was it helpful, liked, and enjoyed)

a. How did you know what to do?

Sources most helpful?

Information or help you wished for?

b. Any home visit sources of help? (information obtained, helpful, liked?)

c. Any consultation outside home? (information obtained, helpful, liked?)

d. Group programs, activities, or services (information obtained, helpful, liked?)

SPECIFIC: (For each affirmative answer, note number below under "comments" and note whether home visit, outside consultation, group meeting; help or information relative to child; helpful; liked.)

- |  |  |
|--|--|
| <u>      </u> 1. Family doctor                     | <u>      </u> 11. PTA                      |
| <u>      </u> 2. Obstetrician                      | <u>      </u> 12. Home Ec. in High School  |
| <u>      </u> 3. Pediatrician                      | or College                                 |
| <u>      </u> 4. Home Demonstration Agent          | Years taken <u>          </u>              |
| <u>      </u> 5. Prenatal Clinic (Health Dept.)    | Child Care Unit <u>          </u>          |
| <u>      </u> 6. Visiting Nurse                    |  |
| <u>      </u> 7. Mother-Baby Club/Well Baby Clinic | <u>      </u> 13. Home Ec. Adult Class     |
| <u>      </u> 8. Minister or Church Visitor        | <u>      </u> 14. Library or bookmobile    |
| <u>      </u> 9. Church Nursery                    | service                                    |
| <u>      </u> 10. Church activities or programs    | <u>      </u> 15. Psychologist or psychia- |
|  | trist                                      |
|  | <u>      </u> 16. Family Serv.Assn.        |
|  | counsellor                                 |
|  | <u>      </u> 17. Industrial Plant Service |
|  | <u>      </u> 18. Nursery School           |

Service or information most helpful:

Service, information, or help desired:

TV PROGRAMS KNOWN AND/OR HEARD:

<u>Program</u>	<u>How often</u>	<u>Information obtained</u>	<u>Helpful?</u>
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Program desired:



NEWSPAPERS AND/OR MAGAZINES KNOWN OR READ:

<u>Periodical</u>	<u>How often</u>	<u>Information obtained</u>	<u>Helpful?</u>
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Publication desired:PRINTED MATERIALS KIT, KNOWN AND/OR USED:

<u>Title</u>	<u>Where Obtained</u>	<u>Helpful?</u>
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III. Selected Child Development AreasGENERAL:

<u>"Favorable" things child has done:</u>	<u>Mother's Actions:</u>	<u>Where learned:</u>
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<u>"Unfavorable" things . . . . .:</u>	<u>Mother's Actions:</u>	<u>Where learned:</u>
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SPECIFIC:Physical:Sleep:Mother's Actions:Where learned?Eating:Mother's Actions:Where learned?Intellectual:Language development:Mother's Actions:Where learned:Social:Play:Mother's Actions:Where learned:Relations to Parents/Other Adults: Mother's Actions: Where learned:Emotional:Love:Mother's Actions:Where learned:Anger:Mother's Actions:Where learned:Fears:Mother's Actions:Where learned:

REVIEW:

Ideas and expectations about future:

Most helpful source thus far:

Most important information for young parents to have:

Service or help desired:

Comments:

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